

PE Progression

	EYFS	KS1		KS2			
End of Key Stage N/C expectations	<p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Demonstrate strengths, balance and coordination when playing.</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p style="text-align: center;">Dance</p>	<p>Explore different movements – keeping good balance and coordination. Show different emotions, impressions and expressions depending on the `stimuli. Listen to the music and move in time with it. Work well with a partner, copying and mirroring movements.</p>	<p>Copy, explore and remember basic movements and body patterns. Link movements to sounds and music. Respond to a range of stimuli.</p>	<p>Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes. Add change of direction to a sequence. Use and negotiate space clearly. Respond imaginatively to stimuli. Describe a short dance using appropriate vocabulary.</p>	<p>Begin to improvise both independently and with a partner to create a simple dance. Translate ideas from stimuli into movement with support. Begin to compare and adapt movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvise with a partner or independently. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving). Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change of pace and timing in movements. Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Exaggerate dance movements and motifs with an awareness of the whole boy (using expression when moving). Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus.</p>
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<p style="text-align: center;">Gymnastics</p>	<p>Explore different movements – keeping good balance and coordination. Work well with a partner, copying and mirroring movements. Show awareness of space for themselves and others.</p>	<p>Copy and explore basic movements with some control and coordination. Perform different body shapes. Perform at different levels. Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements.</p>	<p>Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence Link movements together to create a sequence.</p>	<p>Work independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describe own work using simple gymnastics vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Link skills with developing control, technique and coordination. Combine equipment with movement to create sequences. Understand composition by performing more complex sequences. Develop strength, technique and flexibility throughout performances. create sequences using various body shapes and equipment. Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p>	<p>Select and combine skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Use gymnastics vocabulary to describe how to improve and refine performances Comment on how skills and techniques are applied in their own and others' work.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction Adapt sequences to include a partner or a small group Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Develop strength, technique and</p>
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							<p>flexibility throughout performances Use more complex gymnastics vocabulary to describe how to improve and refine performances. Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>
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<p style="text-align: center;">Games</p>	<p>Following instructions, negotiating space for themselves and others and following rules Show increase control over and object, pushing, patting, throwing, catching or kicking. Develop accuracy when using equipment. Begin to develop hand-eye coordination Participate in simple games with a partner. Understand that equipment must be used safely</p>	<p>Travel in a variety of ways including running and jumping. Begin to perform a range of throws. Receive a ball with basic control. Develop hand-eye coordination. Participate in simple games.</p>	<p>Confidently send the ball to others in a range of ways. Begin to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Begin to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Begin to develop an understanding of attacking/defending.</p>	<p>Understand tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Begin to communicate with others during game situations. Use skills with coordination and control. Develop own rules for new games. Make imaginative pathways using equipment.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keep possession of balls during games situations Consistently use skills with coordination, control and fluency. Take part in competitive games</p>
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<p style="text-align: center;">Athletics</p>	<p>Negotiate space when engaged in racing activities. Move in a variety of ways such as skipping, hopping, jumping. Engage in different activities such as throwing, balancing, coordination</p>	<p>Can run at different speeds. Can jump from a standing position. Perform a variety of throws with basic control.</p>	<p>Can change the speed and direction whilst running Can jump from a standing position with accuracy. Perform a variety of throws with control and coordination. Can use equipment safely</p>	<p>Begin to run at speeds appropriate for the distance. Can perform a running jump with developing accuracy. Perform a variety of throws using a selection of equipment. Can use equipment safely and with developing control.</p>	<p>Begin to build a variety of running techniques. Can perform a running jump with consistent accuracy Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	<p>Continue to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrate accuracy and developing technique in throwing and catching activities. Eg. Javelin Describe good athletic performance using correct vocabulary. Can use equipment safely and with control and developing technique Begin to record peers performances, and evaluate these.</p>	<p>Uses a variety of running techniques with confidence. Can confidently and consistently perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrate confidence, accuracy and secure technique in throwing and catching activities. Eg. Javelin Describe good athletic performance using correct vocabulary. Can use equipment safely and with control and appropriate technique. Can record peers performances accurately, and evaluate these.</p>
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Swimming				Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	<p>Swimming repeated in yr 4 if not achieved in year 3.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.</p>		
Healthy Lifestyles	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Can describe the effect exercise has on the body.	Can describe the effect exercise has on the body to an age appropriate scientific level. (see biology progression)	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle to an age appropriate scientific level. (see biology progression).		Understand the need to warm up and cool down.